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Row Peterson series...

1948

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SERVICE PAPER

An Individual Oral Inventory of the Vocabulary of
the Row Peterson Series from the Preprimer Level through
the Second Reader.

Submitted by

Mildred Zwicker Abrahamson

(B.S. in Ed., Boston University, 1945)

in partial fulfillment of requirements
for the degree of Master of Education,

1948.

First Reader: Dr. Helen A. Murphy, Ass't. Prof. of Ed.
Second Reader: Dr. Helen Blair Sullivan, Prof. of Ed.
Third Reader: Dr. Donald D. Durrell, Prof. of Ed.

Gift of M. Z. Abrahamson
School of Education

June 11, 1940

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ACKNOWLEDGEMENT

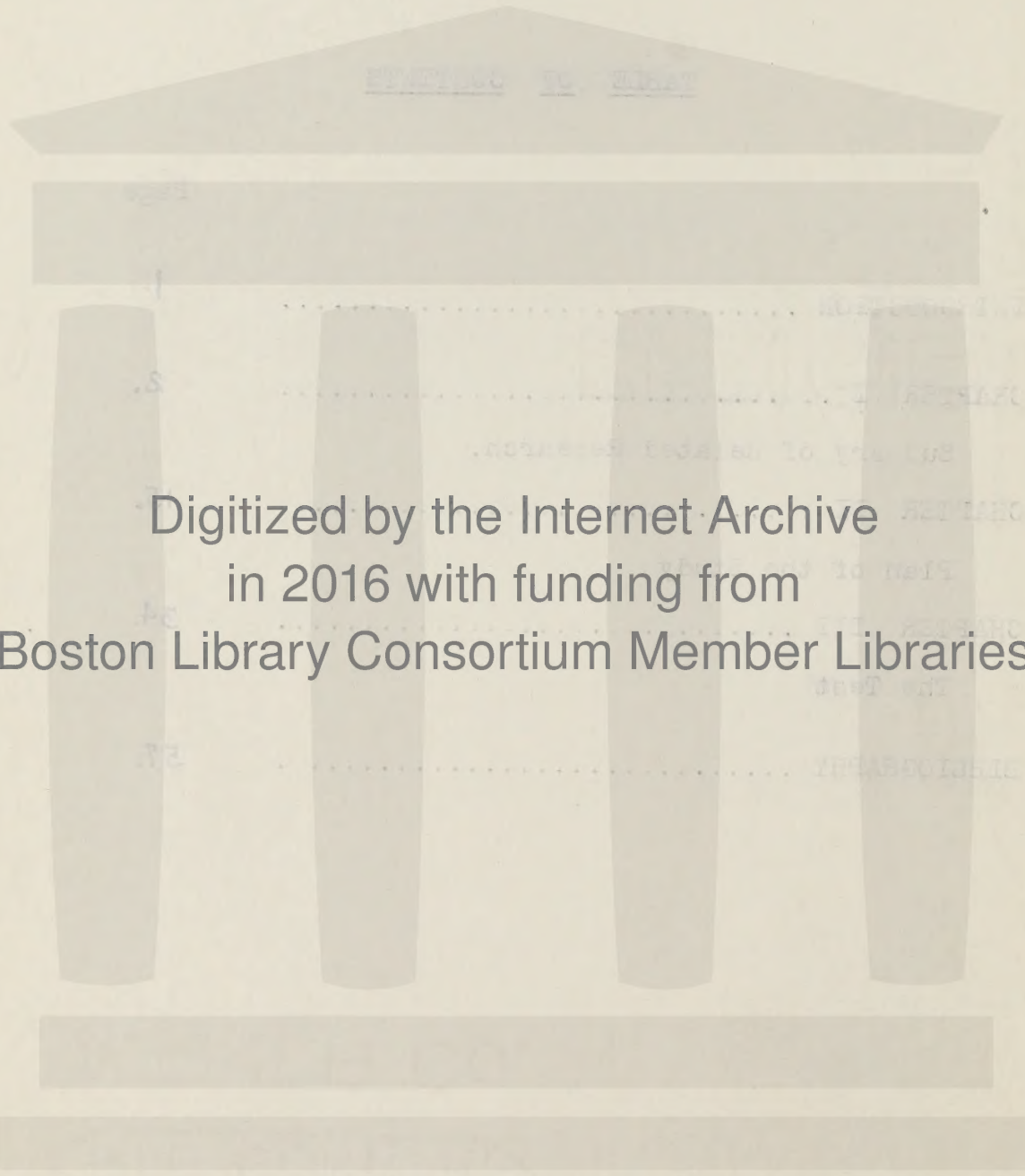
The author wishes to express her appreciation to Dr. Helen A. Murphy for her generous assistance and to Miss Margaret Miles and Mrs. Francis Mead for their aid in determining the final form of the tests.

Exhibit 1

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INTRODUCTION

The purpose of this study is to construct a series of individual tests of oral reading achievement from the preprimer level through the second reader, for the (1) Row Peterson basal series, The Alice and Jerry Books. The publishers of this system furnish a series of group tests for silent reading, but no individual oral inventory is provided. It is hoped that these tests may be a valid measure of progress in reading, and that using them, teachers may observe weaknesses or confusions and provide the necessary remedial help.

(1) O'Donnell, Mabel and Carey, Alice, The Alice and Jerry Books, Evanston, Illinois, Row, Peterson and Co., 1938.

INTRODUCTION

The purpose of this study is to construct a series of individual tests of oral reading comprehension from the present level through the second level, for the use of the present level series. The Alice and Jerry books. The publishers of this system furnish a series of group tests for silent reading, but no individual oral reading tests are provided. It is hoped that these tests may be a valid measure of progress in reading, and that using them, teachers may observe weaknesses or confusion and provide the necessary remedial work.

CHAPTER I

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Throughout the life of an individual, perhaps no other skill is more useful for shaping ideals and opinions, for gaining information and providing recreation, than is reading.⁽¹⁾ For most individuals, skill in reading is acquired during the school years. Unfortunately, each year many pupils fail to make satisfactory progress in this important subject. The effects of such failure are well known, and its emotional aspects alone would warrant the amount of research conducted each year in an effort to solve the problem.

"Recent studies have demonstrated that many of these reading failures are unnecessary if adequate diagnosis and appropriate remedial work are given"⁽²⁾

1. Monroe, Marion and Backus, Bertie, Remedial Reading, Boston: Houghton Mifflin Company, 1937, 171 pp. + xi.

2. *ibid.* p. 3.

CHAPTER I

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(S)

I. Monroe, Vernon and Gurnee, *Reading Remedies*, Boston: Houghton Mifflin Company, 1937, p. 11 + xi.

U. S. 4016. 3. 3.

Values of a Testing Program

(3)

Betts claims that the emphasis in the reading program should be on prevention rather than on correction.

(4)

Zirbes points out that a preventive of failure in reading is a continuous diagnostic study and check on reading progress. Such a check will reveal the needs as they arise.

In a discussion of current trends in the teaching of reading,

(5)

Gates stresses the importance of early diagnosis and the value of comprehensive diagnostic inventories. These may be administered at intervals by the classroom teacher.

3. Betts, Emmett A., The Prevention and Correction of Reading Difficulties, Evanston, Ill.: Row, Peterson and Company, 1936, 402 pp. + xiv.

4. Zirbes, Laura, "Characteristics, Interests, and Needs of Pupils that Aid in Defining the Nature and Scope of the Reading Program; with Special Reference to the Primary Grades", in Conference on Reading, (Wm. S. Gray, Ed.), Vol. III, No. 52, Oct. 1941, Chicago: The University of Chicago, pp. 42-46.

5. Gates, Athur I., "Diagnosis and Remediation in Reading", Elementary English Review, XIX, April, 1942, pp. 286-290.

Diagnostic testing is a part of the broader program of meeting individual differences.

In a carefully controlled experimental study, Dunklin⁽⁶⁾ concludes that adjusted instruction is practical in an average classroom situation and can prevent many reading failures. "Adjustment of instruction to the needs and abilities of the learners depends upon the teacher's adoption of a diagnostic point of view and upon her proficiency in the use of means for discovering and meeting the individual needs of her pupils."⁽⁷⁾

Mayo⁽⁸⁾ concludes from her study that the greatest gains in reading achievement are made by children when the reading materials are adjusted to their ability.

Betts says, "In order to care intelligently for this problem of individual differences, the modern teacher finds it necessary to resort to the use of standardized and informal tests."⁽⁹⁾

6. Dunklin, Howard T., The Prevention of Failure in First Grade Reading, New York: Teachers College Contributions to Education, 1940, No. 802.

7. Ibid., p.55.

8. Mayo, Amy F., "The Effect of Adjusted Basal Materials Upon Achievement in Grades Two and Three", Unpublished Thesis, Boston University School of Education, 1947.

9. Op. cit., p. 8.

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6. Dunklin, Howard L., The Prevention of Failure in First
Grade Reading, New York: Teachers College Contributions to
Education, 1940, No. 602.

7. Ibid., p. 55.

8. Mayo, May F., "The Effect of Adjusted Reading Materials
Upon Achievement in Grades Two and Three", Unpublished
Thesis, Boston University School of Education, 1947.

9. Op. cit., p. 5.

According to Tyler,⁽¹⁰⁾ the two general steps in diagnosis are measurement and interpretation. The primary consideration in the choice of the methods of measurement is the effectiveness of the method in solving the particular problem.

(11)

Dolch advised and tried out a group test for discovering the number of words which had been introduced in the primers, that were known by first-grade pupils. He concludes that his test is a satisfactory measure of the number of words known. However, no scientific data are presented to substantiate his claim.

In reporting the work of a committee on diagnostic reading tests for the junior- and senior-high-school level,
(12)
Triggs describes one part of the test, an individual oral

10. Tyler, Ralph W., "Elements of Diagnosis", in the Thirty-fourth Yearbook of the National Society for the Study of Education, (Educational Diagnosis), pp. 113-129.

11. Dolch, Edward W., "The Efficiency of Primers in Teaching Word Recognition", Journal of Educational Research, XXVIII, Dec. 1934, pp. 271-275.

12. Triggs, Frances O., "Diagnostic Reading Tests as Aids to Remedial Instruction", School and Society, LXVI, July, 1947, pp. 42-45.

According to Tyler, the two general steps in this-

analysis are assessment and interpretation. The primary consideration in the choice of the methods of assessment is the effectiveness of the method in obtaining the data-

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Other studies and studies over a long time for this covering the number of words which have been included in the primary, that were known by these studies. The number of words known, however, is relatively small and presented to substantiate the data.

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10. Tyler, Walter W., "Elements of Psychology", in the Twentieth Century Handbook of the National Society for the Study of Education, (National Education), pp. 115-120.

11. Cohen, Albert W., "The Efficiency of Primary in Testing the word recognition", Journal of Educational Research, KAVEL, Dec. 1934, pp. 371-375.

12. Etkin, Thomas C., "Diagnostic Reading Tests as Aids to Remedial Instruction", School and Society, KAVEL, July, 1937, pp. 42-45.

reading test, scored for repetitions, substitutions, omissions, and mispronunciations. This part of the whole test has a very high reliability score.

(13)

A study by Swanson demonstrates the similarity between certain processes in poor silent reading and poor oral reading. They were inaccurate perception, poor comprehension, and slow rate of reading. He claims further that an analysis of oral reading will reveal certain aspects of silent reading deficiencies not readily observed otherwise.

Durrell says, " Faulty habits, difficulties, and confusions become immediately apparent in oral reading in a way to reveal reasons for a child's lack of progress and difficulties in comprehension."

(14)

13. Swanson, Donald E., "Common Elements in Silent and Oral Reading", in Studies in Psychology of Reading, Vol. I, Joseph Tiffin, Ed., University of Iowa Studies in Psychology, **XXI**, Princeton, New Jersey: Psychological Review Company, 1937.

14. Durrell, Donald D., Improvement of Basic Reading Abilities, Yonkers-on-Hudson, New York: World Book Co., 1940, 407 pp. + vii, p.115.

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Burgess says, "Early habits, difficulties, and con-
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(18)

13. Swanson, Donald W., "Oral Reading in Gifted and
Oral Reading," in Essays in Psychology of Reading, Vol. I,
London: British Psychological Society, 1977, pp. 1-14.
14. Kuhl, Hans, "The Development of Reading: A Psychological Review
of the Literature," 1977.

15. Burgess, Donald W., The Development of Reading
New York: Holt, Rinehart & Winston, 1973, pp. 1-14.
1960, 407 pp., \$11.50.

(15)

The following factors are noted by Shores, in considering the validity of reading tests:

- (1) the concept of "general reading ability",
- (2) depth and breadth of comprehension,
- (3) the close relation between reading rate and comprehension,
- (4) selection of testing materials with due consideration for the experience background of the pupils.

(16)

Regarding the latter point, Stone advises in a vocabulary study of nine first-grade-reading tests that several of the tests are not suitable for that grade, on the basis of an adequate sampling of the vocabulary of the preprimers, primers, and first readers.

(17)

According to Betts, no analysis procedure is complete until the child reads from a test made valid by the use of materials within his grasp.

15. Shores, J. Harlan, "Some Considerations of Invalidities of General Reading Tests", Journal of Educational Research, XV, Feb. 1947, pp. 448-457.

16. Stone, Clarence R., "The Validity of Tests in Beginning Reading", Elementary School Journal, XLIII, Feb., 1943, pp. 361-365.

17. op. cit.

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13. Stone, J. Herman, "Some Considerations of Invalidities
of General Testing Tests", Journal of Educational Research,
NY, 1927, Vol. 4, 448-457.

14. Stone, J. Herman, "The Validity of Tests in Beginning
Reading", Elementary School Journal, N.Y., 1927, Vol. 3, 381-383.

15. op. cit.

There is much value to an oral reading test. The child's attention is centered upon the test, and a revelation of his attitude and behavior is thus directly observed by the examiner. These observations can be extremely valuable, and cannot be obtained so easily by any other method.⁽¹⁸⁾

Types of Errors (19)

Durrell suggests that the examiner use a check list in recording those errors for which a child needs help. The six major points for particular notice are phrase reading, voice, enunciation, expression, word skills, and comprehension.

(20)

Pearson's study of oral reading difficulties in the second grade notes the more frequent errors as follows: word-by-word reading, word analysis inadequate, errors on easier words, very scanty recall on difficult material, low sight vocabulary, scanty unaided recall, ignores punctuation, holds book incorrectly, poorly organized recall,

18. McCullough, Constance M., Strang, Ruth M., and Traxler, Arthur E., Problems in the Improvement of Reading, New York: McGraw-Hill Book Company, 1946, pp. 406 plus xiv.

19. Op. cit.

20. Pearson, Alice A., "A Diagnostic Study of Oral Reading Difficulties in Second Grade", Unpublished Master's Thesis, Boston University School of Education, 1942.

There is much to be said for the...
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shows signs of tenseness, omits words, habitual repetitions, monotonous tone, marked insecurity, and inadequate phrasing. The results of this study seem to indicate the need for keeping the child's reading material within his grasp until fluency is established.

(21)

A study by Payne presents an analysis of errors in word recognition known as reversals, omissions, insertions, or substitutions. The findings indicate that these errors are common to all readers, whether average, below average, or superior.

(22)

Gould's survey of oral reading errors in Grades II and III notes the more frequent errors as follows: inadequate phrasing, avoids use of new words, word-by-word reading, word analysis poor, will not try difficult words, no method of word analysis, poorly organized response.

21. Payne, Cassie Spencer, "The Classification of Errors in Oral Reading", Elementary School Journal, XXXI, Oct. 1930, pp.142-146.

22. Gould, Charlotte E., "A Survey of Oral Reading Errors and Suitability of Instructional Materials in Grades II and III", Unpublished Master's Thesis, Boston University School of Education, 1942.

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A study by Payne (1951) of errors in analysis of errors in word recognition known as reversals, omissions, insertions, or substitutions. The findings indicate that these errors are common to all readers, whether at first, below average, or superior.

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Good's survey of oral reading errors in grades II and III notes the most frequent errors as follows: Inadequate phrasing, avoidance use of new words, word-by-word reading, word analysis poor, will not try difficult words, no meaning of word analyzed, poorly organized responses.

21. Payne, Charles Spencer, "The Classification of Errors in Oral Reading", Elementary School Journal, XLI, 1930, p. 145-146.

22. Good, Charlotte E., "A Survey of Oral Reading Errors in Grades II and III", Elementary School Journal, XLII, 1931, p. 145-146.

Vocabulary Studies

In the primary grades, where vocabulary is such a major consideration in reading, the importance of word recognition cannot be overlooked. Yet the ability merely to name words cannot be said to constitute true reading.

"For words have multiple values and their appropriate interpretation for anyone at any given time and place must take into account their total context or setting."⁽²³⁾

The trend is towards a lesser vocabulary load in the primary grades with more accent upon thorough learning of each unit of the curriculum before proceeding to a new situation. Betts asserts, "If pupils were not permitted to proceed from one level of learning to a higher level until each individual were ready, there would be fewer reading difficulties on succeeding grades."⁽²⁵⁾

23. Kopel, David, "General Semantics and Reading Instruction," in Papers from the Second American Congress on General Semantics, 1941, (M. Kendig, compiler and editor), pp. 392-399, Institute of General Semantics, Chicago, 1943, xxiv + 581, 12 pp.

24. Hildreth, Gertrude, "Allin Favor of a Low Vocabulary", Elementary School Journal, XLIII, April, 1943, pp.462-470.

25. op. cit., p.241.

Vocabulary Studies

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The trend is towards a deeper vocabulary level in the primary grades, with more account upon thorough learning of each unit of the curriculum before proceeding to a new situation. As a result, "it would be not surprising to proceed from one level of learning to a higher level until each individual were ready. There would be lower reading difficulties or accelerating grades." (24)

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23. Kessel, David. "General Principles and Reading Instruction." In Basic Type Reading Comprehension in English, 1941. Edited, compiled and edited by J. W. Bennett. Institute of General Education, Chicago, 1943, xiv + 321 pp.
 24. Williams, William. "A New Level of Vocabulary." Elementary School Journal, XLII, April, 1945, pp. 462-470.
 25. Op. cit., p. 101.

(26)

Sullivan concludes that a systematic review of vocabulary helps children to make significant gains in reading.

In an unpublished study by Miss Catherine Murphy,
(27)

reported by Durrell, the experimental group was allowed sufficient practice to master the vocabulary of each level before proceeding to the next level, and the results show significant superiority of the experimental group over the control group. This superiority was found in all three grades and at all mental levels.

"This finding seems to indicate that we should pay more attention to constant inventories of the child's
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sight vocabulary...."

The noticeable trends in primary-grade readers as
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26. Sullivan, Ruth A., "The Construction and Evaluation of a Systematic Review of Vocabulary in Beginning Reading", Unpublished Master's Thesis, Boston University School of Education, 1946.

27. Durrell, Donald D., "Adjusting Basic Instruction in Reading to Individual Differences in the Primary Grades; Recent Research", in Conference on Reading, Wm. S. Gray, ed., Vol. III, No. 52, Oct. 1941., Chicago: The University of Chicago, pp. 132-136.

28. Ibid., p. 136.

29. Spache, George, "New Trends in Primary-Grade Readers", Elementary School Journal, XLII, Dec. 1941, pp. 283-290.

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27. Durrell, Donald B., "Adjusting Basic Instruction in Reading to Individual Differences in the Primary Grades; Recent Research," in Conference on Reading, W. S. Gray, ed., Vol. III, No. 22, Oct., 1941, Chicago: The University of Chicago, pp. 132-133.

28. Idem, p. 135.

29. Spache, George, "New Trends in Primary-Grade Readers," Elementary School Journal, XLII, Dec. 1941, pp. 283-290.

Among the considerations in the production of a first-grade story book, according to Doyle, (30) are interest, concept, vocabulary, mechanical make-up, and literary elements.

Children's Interests

(31)

In 1945, Witty and others compiled a list of favorite books of 7,879 school children from kindergarten through Grade VIII, and report that stories about animals predominate in the kindergarten and primary lists, with fairy tales second in popularity. Books about realistic-type children also have a place, and humor is an important characteristic.

(32)

Woodward's findings for interest at the second grade level show that fairy stories are preferred to informational material, and that stories of child experience are second in popularity.

30. Doyle, Mabel M., "Some Practical Considerations in the Production of a Story-Book for First Grade", Unpublished Master's Thesis, University of Cincinnati Teachers College, 1940.

(31) Witty, Paul, Coomer, Ann, and McBean, Dilla, "Children's Choices of Favorite Books; A Study Conducted in Ten Elementary Schools", Journal of Educational Psychology, XXXVII, May 1946, pp. 266-278.

32. Woodward, Myrle A., "Measurement of Pupil Interest in Types of Stories at Grade II Level by Ballot Method to Determine Child Preference", Unpublished Master's Thesis, Boston University School of Education, 1946.

Among the characteristics of the development of a literate story book, according to Doyle, are interest, content, vocabulary, mechanical make-up, and literary elements.

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Wooten's findings for interest at the second grade level show that fairy stories are preferred to information material, and that stories of child experiences are second in popularity.

30. Gail, Hazel M., "Some Practical Considerations in the Production of a Story-Book for First Grade", unpublished Master's thesis, University of Cincinnati Teachers College, 1940.

(31) Wiley, Paul, Cooper, Ann, and Kasten, Otto, "Children's Choice of Favorite Books: A Study Conducted in Ten Elementary Schools", Journal of Educational Psychology, XXVII, 1945, pp. 25-37.

32. Wooten, John A., "Development of Child Interest in Type of Stories at Grade II Level of Public School in Detroit City District", Unpublished Master's thesis, Eastern University, Detroit, Michigan, 1945.

Sentence Structure

As previously indicated, mechanical make-up of children's reading must be considered in the construction of material for their use. Halpin's⁽³³⁾ study at the fifth-grade level and Henley's⁽³⁴⁾ study at the third- and fourth-grade level conclude that short, simple sentences are at the easiest level of difficulty, and the former study indicates that long simple sentences are only slightly more difficult than short.

In a study of sentence length in 121 representative first-grade readers, Kearney notes that central tendencies are around 4 words per sentence in preprimers, 5 in primers, and seven in first readers.⁽³⁵⁾

With so much research pointing to the needs for diagnostic testing and for adjusted instruction to provide for individual differences, "the gap between what can be done and what has been done must be bridged."⁽³⁶⁾

33. Halpin, Frances, "Comprehension Difficulties of Various Sentence Structures," Unpublished Master's Thesis, Boston University School of Education, 1943.

34. Henley, Ruth E., "Comprehension Difficulties of Various Sentence Structures", Unpublished Master's Thesis, Boston University School of Education, 1938.

35. Kearney, Nolan Charles, "Sentence Length in 121 Representative First-Grade Readers", Journal of Educational Research, XXXVIII, Feb. 1945, pp. 447-461.

36. Brickman, Wm. W., "Reading Instruction and Improvement", School and Society, LXV, March, 1947, pp. 231-237.

Sentence Structures

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36. Henley, Ruth E., "Comprehension Difficulties of Various Sentence Structures," Unpublished Master's Thesis, Boston University School of Education, 1938.

37. Kearney, Nolan Charles, "Sentence Length in ISI Representative First-Grade Readers," Journal of Educational Research, XXXVIII, Feb. 1945, pp. 147-151.

38. Erickson, W. W., "Reading Instruction and Improvement," School and Society, LXV, March, 1947, pp. 231-237.

CHAPTER IIREMARKS ON THE

CHAPTER II

PLAN OF THE STUDY

The purpose of the study was to construct a series of individual tests of oral reading achievement from the preprimer level through the second reader, for the Row, Peterson basal series, The Alice and Jerry Books.⁽¹⁾ The books included in this series are:

Preprimers: Skip Along, Under the Sky, Open the Door, High on a Hill,

Primer: Day In and Day Out,

First Reader: Round About,

Readiness Second Reader: Down the River Road,

Second Reader: Friendly Village.

The number of words introduced at each level is as follows:

Four preprimers combined: 78

Primer: 142

First Reader: 255

Readiness Second Reader: 73

Second Reader: 313.

(1) O'Donnell, Mabel and Carey, Alice, The Alice and Jerry Books, Evanston, Illinois; Row, Peterson and Co., 1938.

The new words for each level were listed alphabetically and then an original story was constructed for each set of words, with extra words kept at a minimum. All extra words in the stories are either repetitions of the new words or previously tested words.

While the number of new words in the preprimers and in the readiness second reader was brief enough for a single test, the primer, first reader and second reader included so many new words that for practical purposes it appeared advisable to divide them. "Each book [beyond the preprimer level] is divided into what are called Presentation Units and Absorption Units. The presentation units are the teaching units... [the absorption units] repeat every new word used in the teaching units. Only one new word is introduced in any absorption unit to each hundred running words."⁽¹⁾ For testing purposes, division at the end of an absorption unit appeared to be more practical than division by halving the number of pages or the number of words.

In the case of the first reader and the second reader, a large number of new words even after division

(1) O'Donnell, Mabel and Carey, Alice, Guidebook for Teachers: First Year, The Alice and Jerry Books, Evanston, Illinois; Row, Peterson and Co., 1938, P. 21.

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In the case of the first reader and the second reader, a large number of new words even after division

(1) J. G. Bennett, Alfred and Mary, Alice, Elizabeth for Teachers: First Year, The Alice and Larry books, revision, Lincoln, Neb., Patterson and Co., 1935, p. 21.

made the testing of every word impractical. Therefore, a random sampling was made by omitting every fourth word in the order in which they were introduced.

Insofar as it was possible, verbs were kept in the same form as given in the vocabulary list in each book. Any variation is merely the addition of the simple endings -s, -ed, or -ing.

Preprimer Level

The 78 words of the preprimer level are:

a	Father	it	not	this
airplane	go	Jerry	on	three
Alice	going	Jip	one	to
and	good	jumped	play	too
at	goodby	kittens	pretty	train
big	got	like	puppy	two
blue	green	little	ran	up
boats	had	look	red	walked
brown	have	looked	ride	want
can	he	man	said	went
caps	here	may	saw	what
come	home	me	see	window
did	house	morning	she	with
do	I	Mother	something	yes
	is	name	the	

and the testing of every word introduced. Therefore,
 a certain sampling was made by collecting every fourth word
 in the order in which they were introduced.
 Insofar as it was possible, words were kept in the
 same form as given in the vocabulary list in each book.
 Any variation is merely the addition of the single end-
 ings -s, -ed, or -ing.

Experimental Level

The 15 words of the experimental level are:

at	rather	is	not	this
Michigan	go	Jerry	on	three
also	going	the	one	to
and	good	played	play	too
at	sooty	kitchen	pretty	train
at	got	like	sooty	two
one	green	little	ten	up
John	had	look	red	which
brown	have	looked	ride	want
can	be	can	said	want
case	very	may	saw	want
cost	there	me	saw	window
fit	house	staying	she	with
do	I	finger	something	yes
is	has	the		

These words were used to construct the following story:

One morning Alice and Jerry looked at store windows with Father. Alice saw play houses, red trains, and three green boats. Jerry said, "What a big airplane! Do come see it going up here. I can ride in something good like this."

Father said, "Yes, you may have one."

Alice got a pretty blue cap. It had two little brown kittens on it.

The store man said, "Goodby." Alice and Jerry walked home to Mother. Father went, too.

Alice's puppy ran and jumped. She said, "My puppy's name is Jip. Look! He did not want me to go."

The story contains a total of 98 words, 20 of which are repetitions. All verbs appear in the form given in the vocabulary lists of the books.

A complete list of the stories will be found in Chapter III.

These words were used to construct the following

story:

One morning Alice and Jerry looked at store windows with father. Alice saw glass houses, two trains, and three green coats. Jerry said, "What a big airplane! Do come see it going up here. I can ride in something just like this."

Father said, "Yes, you may have one."

Alice got a pretty blue egg. It had two little

brown kidneys on it.

The eggs were said, "Goodbye." Alice and Jerry

walked home to mother. Father went, too.

Alice's puppy ran and jumped. She said, "My puppy's

name is Big. Look! He did not want me to go."

The story contains a total of 93 words, 20 of which are repetitions. All verbs appear in the form given in the vocabulary lists of the books.

A complete list of the stories will be found in

Chapter III.

Primer Level:

Units I and II (51 words).

all	coat	her	of	splash
am	could	hole	oh	stopped
away	ding-dong	into	out	surprise
ball	dog	Jack	playing	that
bow-wow	find	jumped	please	then
box	fly	laughed	pony	they
but	for	Mac	puddle	toys
called	get	mew	rain	walk
came	girl	new	say	was
city	happy	now	so	who will

The primer was divided between the second and third units, because the third unit alone contains almost as many new words (46) as the first two units.

Printer Level:

Units I and II (31 words).

all	coat	her	of	splash
as	could	hole	on	stepped
away	ding-dong	into	out	surprise
ball	for	lack	playing	coat
bow-wow	that	thumped	please	then
box	fly	laughed	only	they
cat	for	has	huffie	soys
called	cat	new	rain	walk
care	girl	new	say	was
clay	happy	now	so	who
				will

Primer Level:

Units III, IV, V, and VI (90 words).

afraid	day	him	night	snap
again	doll	his	no	some
animals	door	hop	old	started
are	duck	how	open	stay
ate	eat	hug	organ	street
barnyard	every	just	Pal	sun
behind	fed	Lee	parrot	talk
best	funny	liked	pet	talked
Betsy	garden	lived	pig	there
bird	gate	looking	played	tune
breakfast	gave	Ma-ma	put	tweet
by	gay	many	quack	very
call	give	monkey	rabbit	wanted
Carl	goat	moo	rooster	we
cluck	heard	Mr.	round	wee
cock-a- doodle-doo	hello	must	run	white
cow	help	nest	same	wish
danced	hen	next	shining	word

The primer was divided between the second and third units, because the third unit alone contains almost as many new words (46) as the first two units

Primer Level:

Units III, IV, V, and VI (90 words).

again	day	his	night	sleep
again	ball	his	no	some
animal	foot	not	old	swapped
are	back	now	open	stay
are	see	put	organ	silver
around	every	just	tail	sun
beant	had	low	parrot	talk
best	funny	almost	pat	talked
best	garden	lived	big	there
bird	gate	looking	played	tone
breakfast	have	no-as	put	sweet
by	day	many	quack	very
cell	five	monkey	radio	wanted
cat	best	not	rooster	as
class	heard	Mr.	round	was
cock-a-	hello	what	this	wife
goodie-goo	help	nest	seems	with
now				
lanced	hen	next	nothing	word

The primer was divided between the second and third units, because the third unit alone contained almost as many new words (40) as the first two units

combined (51). This division resulted in a test for Units I and II, containing 51 new words out of a total of 80, and a test for Units III, IV, V, and VI, containing 90 new words out of a total of 139. The verbs in both tests are all in the form in which they appear in the vocabulary listed in the book.

First Reader Level:

Units I, II, III, and IV (99 words).

alike	country	lady	picture	them
another	cried	leaves	ribbon	things
apples	cross	long	right	thinking
arms	dear	made	river	thought
as	early	make	sang	today
autumn	everyone	mend	sat	town
bank	everything	mender	sell	tree
barn	farm	milk	show	truck
basket	fish	money	sleds	twenty
be	fisherman	more	someday	twins
bed	five	move	someone	until
boy	flowers	moving	soon	wagon
bring	from	much	spring	were
broken	gas	or	still	when
cake	grandmother	other	stop	why
candles	hear	over	summer	winter
car	hide	party	take	world
catch	hill	pennies	ten	work
chairs	ice-cream	penny	thank	your
chose	jolly	picnic	their	

These English words:

Words I, II, III, and IV (22 words)

like	country	leg	picture	less
another	cried	leaves	to	mine
at	cross	long	right	shining
area	dark	name	river	shoulder
as	early	name	same	today
around	everybody	and	and	town
back	everything	another	all	tree
born	large	like	now	track
basin	fish	every	also	twenty
be	fisherman	some	somebody	time
bed	five	move	somebody	until
boy	flowers	moving	soon	wagon
bring	from	much	spring	was
broken	see	or	still	when
cake	grandfather	other	top	why
can't	has	over	summer	winter
can	hide	early	lake	world
case	mill	ponds	can	work
circle	ten-gram	penny	think	your
these	jolly	clinic	their	

First Reader Level:

Omitted by the random sampling are 35 words:

+ about	bump	grandfather	Pauline	time
any	carry	ground	pears	tomorrow
asked	count	if	picked	+ took
+ Bill	earn	lovely	road	top
Billy	far	men	six	twelve
birthday	fell	+ near	snow	water
Bobby	+ fun	once	tables	years

+ also used in test story.

Selected by the random sampling are 35 words:

about	cheap	grandfather	Pauline	time
any	carry	ground	pears	tomorrow
asked	count	it	picked	book
* Bill	earn	lovely	road	top
Billy	far	man	six	twelve
birthday	fell	* near	snow	water
Bobby	* fun	once	tables	years

* also used in test story.

First Reader Level:

Units V, VI, VII, and VIII, (89 words)

after	enough	harm	rang	taking
always	face	has	ready	+ ticket
baby	farmer	head	really	+ turkey
beautiful	faster	himself	rolled	turn
because	fat	hissed	safe	turtle
been	first	hope	seat	upon
before	flew	know	sing	us
bell	follow	lean	sky	voice
biggest	+ followed	+ letter	sleep	warm
bottom	four	mittens	sleepy	ways
branches	frog	+ nap	+ smile	well
bullfrog	front	never	smiled	where
bundle	geese	north	sound	whistled
church	+ gobble	off	spots	wife
cold	grew	people	Sunday	wild
colder	grow	+ pocket	swam	woods
coming	hand	pool	tadpole	would
egg	happened	pull	tail	

+ to be tested by means of a tachistoscope.

* to be tested by means of a tachistoscope.

egg	happened	pull	fall
coming	hand	pool	ladpole
colder	grow	* pocket	swam
cold	grew	people	Sunday
church	* gobble	off	spoke
crandle	geese	north	sound
bullfrog	front	never	smiled
branches	frog	* nap	* smile
bottom	four	mirrors	sleepy
digest	* followed	* letter	sleep
well	follow	lean	sky
before	flew	know	sing
been	first	hope	seat
because	fat	biased	safe
beautiful	father	himself	rolled
body	farther	head	really
always	face	has	ready
after	enough	harm	rang
talking			

Units V, VI, VII, and VIII, (89 words)
First Reader level:

Omitted by the random sampling are 32 words:

against	climb	few	legs	parade
alone	coasting	hungry	Martha	poor
Andrew	color	inside	nightingale	sit
antlers	deer	knew	overcoat	south
+back	delighted	laughing	Paddy's	ting-a-ling
bad	fast	leaned	painted	together
care				wisest

+ also used in the test story.

The first reader was divided at the end of Unit IV. In the first test, the only changes in verb endings are the addition of -ing to bring, and -s to hear and thank. Five words (fun, Bill, about, near, took) which were omitted by the random sampling are also used in the story, so that 78 per cent of the new words in that section are tested. The total number of words in the test story is 185.

In the second test, all verbs are used with the same endings with which they appear in the vocabulary list in the book. Eight words which did not fit into the test story are to be tested on a tachistoscope.

Entered by the random sampling are 35 words:

against	olive	few	late	garage
alone	coasting	hugely	Karim	post
Andrew	major	lady	of Chicago	etc
allies	best	know	overseas	month
back	lighted	laughing	Edie's	sing--line
and	fast	learned	learned	together
chris				whereas

* also used in the first story.

The first reader was divided at the end of Unit IV. In the first half, the only changes in word analysis are the addition of line to learn, and to learn and learn. Five words (fun, girl, good, year, book) which were omitted by the random sampling are also used in the story, so that 75 per cent of the new words in that section are covered. The total number of words in the first story is 185.

In the second half, all words are used with the same analysis which they appear in the vocabulary list in the book. First words which are not in the first story are to be tested on a tape-recorder.

One word (back) of those omitted in the random sampling is used, making the number (90) of new words tested 74 per cent of the total vocabulary. The **total** number of words in the test story is 189.

Readiness Second Reader Level: (73 words).

afternoon	done	fruit	pan	suppose
almost	don't	full	pieces	tell
an	ears	gone	remembered	tent
bark	even	happen	rode	than
baseball	ever	+hee-haw	seconds	themselves
began	exciting	holds	send	think
better	eye	last	shoe	through
bones	fall	left	shout	throw
buy	feeling	live	side	tired
climbing	fence	lucky	smell	told
corner	fields	might	step	trot
dark	fine	minute	stood	wheels
dollar	fire	noise	story	won't
donkey	found	nothing	such	worms
	friend	only	suit	

+ omitted from the test.

Since there are only 73 new words in this book, all

the word (part) of the word in the random selection
 is used, ask for the number (10) of new words tested
 1/2 per cent of the total vocabulary. The total number
 of words in the test story is 100.

Repetition Second Reader List: (73 words).

atmosphere	from	first	and	because
latest	and's	full	please	tail
an	ears	gone	remembered	tail
best	even	happen	note	than
basically	ever	has-gone	because	themselves
again	existing	note	and	into
center	eye	last	what	through
pages	left	left	there	arrow
by	twelve	live	also	filled
climbing	found	lower	small	fold
corner	field	stand	new	foot
task	time	to be	about	where
dollar	five	note	about	word's
house	and	have	with	words
	about	only	with	

* added from the text.

1/2 per cent of the total vocabulary. The total number

the words but one appear in the test story. This one exception is a nonsense word (hee-haw). All verbs appear with the endings with which they were introduced in the book, with the following exceptions: the addition of -ing to bark and throw, of -ed to shout, of -s to suits, and the omission of -s from holds. The total number of words in this test story is 182.

Second Reader Level:

Units I, II, III, and IV, (88 words)

acting	dancing	horn	myself	shiver
air	deep	horse	nice	shop
bacon	didn't	juice	our	skinny
bee	edge	keep	own	snore
believe	eight	kitchen	piglets	spending
blacksmith	end	ladder	pine	stories
blueberry	enjoy	laugh	potato	supper
bottles	fault	learn	pots	threw
bowl	feel	less	proudly	trails
bread	fireplace	let	pup	under
cellar	floats	log	rest	understand
cents	foot	melon	rich	upset
circus	friendly	middle	root	village
clean	golden	miles	rope	whistle

clown	gray	mischief	seem	wondered
corn	guess	missed	seen	wonderful
crowd	hard	morning-glory	seven	yellow
	hollows	Mrs.	shiny	

Omitted by random sampling are 32 words:

berries	course	grass	mountain	place
bicycle	dinner	herself	+ music	preacher
blind	fiddle	hurt	o'clock	prize
bought	floor	joins	patch	should
cabin	foolish	Lem	peddler	since
Charlie	Granny	lonesome	pie	sure
chimney				wait

+ also included in the test story.

blown	gray	discharged	seen	wondered
born	guess	disappeared	seen	wonderful
grow	hard	survived - shiny new	yellow	
	believe	first	shine	

Added by random guessing are 30 words:

hurry	course	grass	mountain	place
stays	dinner	herself	auto	presenter
blind	table	hard	black	price
ought	floor	john	patch	should
again	looked	had	peddle	alone
charlie	tramp	lenses	pie	sure
chance				well

It also included in the last story.

Second Reader Level:

Units V, VI, VII, VIII, IX, and X, (147 words).

Story I:

already	feet	interested	proud	stone
ask	filled	interesting	purred	straight
bang	flat	June	question	string
black	glad	late	ranch	suddenly
bracelet	graze	lazy	range	these
brought	grazing	leaf	rascal	trading
camp	grown	life	rings	tried
can't	hair	listened	saddle	try
careful	hammer	mine	save	turquoise
cat	hogan	moons	sheep	twirled
cattle	hot	most	shook	umbrella
corral	Howdy	Navaho	sign	use
covered	hundred	neck	silver	watch
discovery	hurry	pick	small	while
drove	I'll	plains	sold	wind
each	I'm	pointed	song	wore
expected	Indians	post	sorry	

Second Reader Level:

Units V, VI, VII, IX, and X. (147 words).

Step 1:

stone	front	interested	leaf	already
straight	putted	introduction	filled	ask
spring	question	tone	flat	none
autumn	hatch	last	flat	blank
these	range	last	grass	parallel
cracking	frank	leaf	grazing	rough
leaf	ridge	life	grown	and
city	acids	interest	hair	egg
curious	save	side	harm	careful
twisted	sheep	moon	again	car
happily	shock	boat	not	particle
use	sign	havana	heavy	operal
watch	alive	hand	buried	covered
well	small	water	heavy	discovery
side	solid	station	ill	above
wore	song	colored	is	each
	corry	boat	intense	and old

Story II:

alive	clock	great	pipe	spider
America	closed	haven't	real	stand
bake	cook	heels	rocks	steamed
banana	crab	isn't	roof	tap
biscuits	crack	jelly	rosebush	taste
blackberries	dance	kinds	sea	ticked
butter	dig	land	seashore	Uncle
cane	else	low	seaweed	washed
Captain	fasten	mean	shells	wet
chinaberry	feast	ocean	ship	whiskers
clambake	fellow	pail	shore	win
clams	food	pair	smooth	wonder
	forgotten	pincers	soft-shelled	

Omitted by the random sampling are 51 words:

among	declare	joke	read	soles
answered	dishes	lost	rolling	stalks
begin	dressed	luck	sailed	stars
blankets	family	month	sand	sticky
cage	flapjacks	mouth	shelf	stockings
chicken	held	pasture	shines	trouble
clouds	high	pays	shoulder	waves
cobbler	important	queer	slept	week

*couldn't Jim race slid west
 cut Joe rake softly which
 work-bench

+ also used in test story.

The second reader was divided between units IV and V. The 88 words of the first section are all included in the test. One of the words (music) not counted in the random sampling is added, making the percentage of new words tested 74 per cent. The total number of words in the test story is 305.

At this level, a child can be expected to experience little difficulty with the additions or omissions of the verb endings -s, -ed, and -ing. Therefore, no discussion of such changes in the test is deemed necessary.

The second section of the second reader contains so many localized terms, such as ranch and seaweed, that two short test stories rather than one longer story appeared to be the more practical plan. Story I includes 84 new words plus one new word (couldn't) omitted by the random sampling. The total number of words in the story is 238. Story II includes 63 new words out of a total of 181 words in the story. The total number of words

word	also	two	him	'country's
which	colloquially	rate	Joe	one
word-processor				

also used in last story.

The second reader was divided between units IV and V. The 33 words of the first section are all included in the list. One of the words (music) not covered in the reader remains is added, making the percentage of new words tested 74 per cent. The total number of words in the test story is 300.

At this level, a child can be expected to experience little difficulty with the addition or deletion of the verb endings -s, -ed, and -ing. Therefore, no discussion of such changes in the text is deemed necessary.

The second section of the second reader contains 30 many familiar words, such as page and newspaper. That two short test stories rather than one longer story appeared to be the more practical plan. Story I included 34 new words plus one new word (country's) selected by the reader as being. The total number of words in the story is 255. Story II included 33 new words out of a total of 151 words in the story. The total number of words

tested by Stories I and II is 148 out of a total of 198 words introduced in the second section of the second reader, or 75 per cent.

When the stories were completed, a series of questions to test the comprehension of the reader were arranged for each test. They varied in number from three to five. These questions will be given orally by the examiner.

A check list of difficulties is provided to indicate the pupil's rate of reading, the number of omissions, additions, substitutions, repetitions, and words not known. Following is a sample copy of the check list:

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

(word-by-word reading, inadequate word analysis, incorrect phrasing, etc.)

The complete series of tests are presented in the next chapter.

passed by Bridges I and II to the end of a total of 1993

words introduced in the second section of the second

section, or 75 per cent.

When the errors were corrected, a series of

questions to test the comprehension of the reader were

arranged for each text. They varied in number from three

to five. These questions will be given orally by the

examiner.

A check list of difficulties is provided on page

the pupil's rate of reading, the number of omissions,

additions, substitutions, repetitions, and words not

known. Following is a sample copy of the check list:

Time:	Words not known:
No. of words not known	
No. of repetitions	
No. of omissions	
No. of additions	
No. of substitutions	

Teacher:

(word-by-word reading, independent word analysis,

independent oral reading, etc.)

The response series of tests are presented in the

next chapter.

CHAPTER IIITHE TEST

General Directions for the Examiner

Explain to the child that he is going to read a story aloud.

of the CHAPTER III

1. Tell the child that he is going to read a story aloud.

Read the paper THE TEST

2. As the child reads, note on the examiner's copy the errors as the child makes them. Tell the child any word he does not know, but do not wait too long to supply the word, in order that the continuity of the story is not broken. Correct omissions, substitutions, and questions as simply as possible, to preserve the meaning of the story.

3. Note errors as in the following examples:

The boy was ² and ³ happy ⁴ and ⁵ happy ⁶ and ⁷ happy ⁸ and ⁹ happy ¹⁰ and ¹¹ happy ¹² and ¹³ happy ¹⁴ and ¹⁵ happy ¹⁶ and ¹⁷ happy ¹⁸ and ¹⁹ happy ²⁰ and ²¹ happy ²² and ²³ happy ²⁴ and ²⁵ happy ²⁶ and ²⁷ happy ²⁸ and ²⁹ happy ³⁰ and ³¹ happy ³² and ³³ happy ³⁴ and ³⁵ happy ³⁶ and ³⁷ happy ³⁸ and ³⁹ happy ⁴⁰ and ⁴¹ happy ⁴² and ⁴³ happy ⁴⁴ and ⁴⁵ happy ⁴⁶ and ⁴⁷ happy ⁴⁸ and ⁴⁹ happy ⁵⁰ and ⁵¹ happy ⁵² and ⁵³ happy ⁵⁴ and ⁵⁵ happy ⁵⁶ and ⁵⁷ happy ⁵⁸ and ⁵⁹ happy ⁶⁰ and ⁶¹ happy ⁶² and ⁶³ happy ⁶⁴ and ⁶⁵ happy ⁶⁶ and ⁶⁷ happy ⁶⁸ and ⁶⁹ happy ⁷⁰ and ⁷¹ happy ⁷² and ⁷³ happy ⁷⁴ and ⁷⁵ happy ⁷⁶ and ⁷⁷ happy ⁷⁸ and ⁷⁹ happy ⁸⁰ and ⁸¹ happy ⁸² and ⁸³ happy ⁸⁴ and ⁸⁵ happy ⁸⁶ and ⁸⁷ happy ⁸⁸ and ⁸⁹ happy ⁹⁰ and ⁹¹ happy ⁹² and ⁹³ happy ⁹⁴ and ⁹⁵ happy ⁹⁶ and ⁹⁷ happy ⁹⁸ and ⁹⁹ happy ¹⁰⁰ and ¹⁰¹ happy ¹⁰² and ¹⁰³ happy ¹⁰⁴ and ¹⁰⁵ happy ¹⁰⁶ and ¹⁰⁷ happy ¹⁰⁸ and ¹⁰⁹ happy ¹¹⁰ and ¹¹¹ happy ¹¹² and ¹¹³ happy ¹¹⁴ and ¹¹⁵ happy ¹¹⁶ and ¹¹⁷ happy ¹¹⁸ and ¹¹⁹ happy ¹²⁰ and ¹²¹ happy ¹²² and ¹²³ happy ¹²⁴ and ¹²⁵ happy ¹²⁶ and ¹²⁷ happy ¹²⁸ and ¹²⁹ happy ¹³⁰ and ¹³¹ happy ¹³² and ¹³³ happy ¹³⁴ and ¹³⁵ happy ¹³⁶ and ¹³⁷ happy ¹³⁸ and ¹³⁹ happy ¹⁴⁰ and ¹⁴¹ happy ¹⁴² and ¹⁴³ happy ¹⁴⁴ and ¹⁴⁵ happy ¹⁴⁶ and ¹⁴⁷ happy ¹⁴⁸ and ¹⁴⁹ happy ¹⁵⁰ and ¹⁵¹ happy ¹⁵² and ¹⁵³ happy ¹⁵⁴ and ¹⁵⁵ happy ¹⁵⁶ and ¹⁵⁷ happy ¹⁵⁸ and ¹⁵⁹ happy ¹⁶⁰ and ¹⁶¹ happy ¹⁶² and ¹⁶³ happy ¹⁶⁴ and ¹⁶⁵ happy ¹⁶⁶ and ¹⁶⁷ happy ¹⁶⁸ and ¹⁶⁹ happy ¹⁷⁰ and ¹⁷¹ happy ¹⁷² and ¹⁷³ happy ¹⁷⁴ and ¹⁷⁵ happy ¹⁷⁶ and ¹⁷⁷ happy ¹⁷⁸ and ¹⁷⁹ happy ¹⁸⁰ and ¹⁸¹ happy ¹⁸² and ¹⁸³ happy ¹⁸⁴ and ¹⁸⁵ happy ¹⁸⁶ and ¹⁸⁷ happy ¹⁸⁸ and ¹⁸⁹ happy ¹⁹⁰ and ¹⁹¹ happy ¹⁹² and ¹⁹³ happy ¹⁹⁴ and ¹⁹⁵ happy ¹⁹⁶ and ¹⁹⁷ happy ¹⁹⁸ and ¹⁹⁹ happy ²⁰⁰ and ²⁰¹ happy ²⁰² and ²⁰³ happy ²⁰⁴ and ²⁰⁵ happy ²⁰⁶ and ²⁰⁷ happy ²⁰⁸ and ²⁰⁹ happy ²¹⁰ and ²¹¹ happy ²¹² and ²¹³ happy ²¹⁴ and ²¹⁵ happy ²¹⁶ and ²¹⁷ happy ²¹⁸ and ²¹⁹ happy ²²⁰ and ²²¹ happy ²²² and ²²³ happy ²²⁴ and ²²⁵ happy ²²⁶ and ²²⁷ happy ²²⁸ and ²²⁹ happy ²³⁰ and ²³¹ happy ²³² and ²³³ happy ²³⁴ 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CHAPTER III

THE TEST

General Directions for the Examiner

Equipment: pencil, examiner's record sheet, pupil's copy of the test.

1. Tell the child that he is going to read a story aloud. Hand him the paper.
2. As the child reads, note on the examiner's copy the errors as the child makes them. Tell the child any word he does not know, but do not wait too long to supply the word, in order that the continuity of the story is not broken. Correct additions, substitutions, or omissions as simply as possible, to preserve the meaning of the story.

3. Note errors as in the following example:

One morning Alice and Jerry ^{1.} looked ^{2.} at ^{the 3.} store windows with Father. Alice saw play houses, red ^{the 4.} trains, and three ~~green~~ ^{5.} boats.

- ^{1.} repetition ^{2.} not known ^{3.} addition ^{4.} substitution ^{5.} omission.

4. Ask the questions at the end of the examiner's copy of the test. Place a check mark (✓) in the box beside the question if the answer is satisfactory, a minus sign (-) if it is not.
5. (For test number 5. Test the 8 words on a tachistoscope.)
6. Record the child's errors on the record sheet, noting in the section "Remarks" any significant items such as word-by-word reading, incorrect phrasing, poor enunciation, guessing, etc.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

LABORATORY OF PHYSICAL CHEMISTRY

CHICAGO, ILLINOIS

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VERCO

CHICAGO

CHICAGO BOND

Test Number 1.

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Examiner's Record Sheet

Child's Name: _____ C.A. _____ S.B. _____ Grade _____ Date _____
 yrs.mos. (opt.)

One morning Alice and Jerry looked at store windows with Father. Alice saw play houses, red trains, and three green boats. Jerry said, "What a big airplane! Do come see it going up here. I can ride in something good like this."

Father said, "Yes, you may have one."

Alice got a pretty blue cap. It had two little brown kittens on it.

The store man said, "Goodby." Alice and Jerry walked home to Mother. Father went, too.

Alice's puppy ran and jumped. She said, "My puppy's name is Jip. Look! He did not want me to go."

Comprehension Check:

- ☐ 1. What did Alice see in the window?
- ☐ 2. What did Jerry want?
- ☐ 3. Who was happy to see Alice at home?

1. 1944

1. 1944

1. 1944

1. 1944

One morning Alice and Jerry looked at some photos with interest. Alice saw that some of the photos were of her. "What a nice picture!" she said. "I can see it going up there. I can see it going up there."

"What a nice picture!" she said. "I can see it going up there. I can see it going up there."

1. 1944

1. 1944

1. 1944

1. 1944

1. 1944

1. 1944

1. 1944

1. 1944

1. 1944

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of additions		
No. of substitutions		
No. of omissions		

Remarks:

Words not known:		Sign:
		No. of words not known
		No. of repetitions
		No. of syllables
		No. of substitutions
		No. of omissions

Remarks:

Test Number 2.

Copyright, 1948, Mildred Z. Abrahamson

Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
	yrs.mos.	(opt.)		

"Oh," called Jack in the box. "The girl went away to the city in her new coat. Who will find the toys playing?"

"Bow-wow!" Out jumped Mac, the toy dog. "Now I will walk and splash in the puddles of rain."

"Ding-dong! I am so happy!" That was all the train could say.

The ball went to fly into a hole.

"Mew, please get up, Pony," said the kitten.

But then they stopped, for in came the girl.

"Surprise!" she laughed.

Comprehension Check:

- ☐ 1. What did the toy dog want to do?
- ☐ 2. Where did the ball want to go?
- ☐ 3. Who asked the pony to get up?
- ☐ 4. Why did they stop?

Test Number 5
Copyright, 1945, Mildred A. Anderson
Examiner's Record Sheet

Child's Name: _____ Date: _____
Pre-test (up to): _____

"Oh," called Jack in the box. "The girl went away
to the city in her new coat. She will find the boys
playing."
"How-how!" Out jumped Ned, the boy dog. "Now I will
walk and splash in the gutters of rain."
"O-o-oh!" I am so happy! "There was all the rain
could say.

The ball went to fly into a hole.
"Yes, please get up, Pony," said the kitten.
But then they stopped, for in came the girl.
"Surprise!" she laughed.

Comprehension Check:

1. ☐ What did the boy dog want to do?
2. ☐ Where did the ball want to go?
3. ☐ Who asked the pony to get up?
4. ☐ Why did they stop?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

"Hello!" was the first word I said. "The sun is shining. I want to go out and play with my dog. Hello! are you looking for some breakfast this day?"

"Cook-a-oodle-oo!" said old mother. "No, Mr. Carl did every animal at night. He was. Just then we heard a faint organ tune. The people liked to stay behind in the hall, but the two men who were with me started to run to the street. There landed a monkey."

"Hello now said, 'Hello!'. The old man was very happy to hear. He played round in the open garden gate. And the day that started to hear the monkey!"

Then Parrot got in a word. "Hello now, the old, lives next door. She talked, 'he-he' and the other monkey ran away. Hello!"

"Hello now speaking to me. He will wish to come again." said the old.

Words not known:		Total
		No. of words not known
		No. of repetitions
		No. of substitutions
		No. of additions
		No. of omissions

4-12-12

Test Number 3.

(Day In and Day Out: Units III, IV, V, VI)

Copyright, 1948, Mildred Z. Abrahamson

Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
	yrs.mos. (opt.)			

"Tweet!" Wee Bird gave a call. "The sun is shining. I must talk to many barnyard pets. Hello! Are you looking for some breakfast this day?"

"Cock-a-doodle-doo!" said Old Rooster. "No, Mr. Carl fed every animal at night. We ate. Just then we heard a funny organ tune. Hop Rabbit liked to stay behind in his nest, but Moo Cow and Quack Duck started to run to the street. There danced a monkey."

White Hen said, "Cluck! Pal Pig did his very best to help. He played round by the open garden gate. And how Gay Goat wanted to hug the monkey!"

Snap Parrot put in a word. "Betsy Lee, the doll, lived next door. She talked, "Ma-ma!" and the same monkey ran away, afraid!"

"Give him something to eat. He will wish to come again," said Wee Bird.

Page Number 3

(Day in and Day out: Vol. 11, No. 1)

Copyright, 1943, Edward E. Anderson

Excerpt from "The Day in and Day out"

Chapter 1: The Day in and Day out (Part 1)

"Twelve!" The bird gave a call. "The sun is shining."

I must talk to my beloved bird. Hello! Are you

looking for your breakfast this day?"

"Cock-a-doodle-do!" said the rooster. "No, Mr. Bird."

Let every animal at night. It is a bird. It is a bird.

A young rooster came. The rooster liked to say hello in

his nest. But the low and black duck called to him to

the street. There lived a monkey.

When he said, "Hello! I like to see you very much."

to help. He played round by the open garden gate. And

how the goat wanted to put the monkey!

Shee! Shee! in a word. "Every day, the doll."

Lived next door. She talked, "Hello!" and she said

monkey ran away, slowly!"

"I've got something to tell. I will tell to you."

And, "Hello!" said the bird.

Comprehension Check: Test Number 4.

- ☐ 1. Who ran to the street? (I, III, IV)
- ☐ 2. What did gay goat want to do? (I, III, IV)
- ☐ 3. Why did the monkey run away? (I, III, IV)
- ☐ 4. How can they make the monkey come again? (I, III, IV)

Student's Name: _____ S.A. _____ S.A. _____ Grade _____ Date _____

Time:		Words not known:
No. of words not known		<p>the farm in summer were they looked much alike as their beds, chairs, and the car made a stop for</p>
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks: my cousin & broken penny bank to send live the

my cousin. The clown got a money basket.

"We cross over Long River when," said Bill, the
jolly moving man. "Sometime you say by a fisherman and
catch twenty fish. There is a hill for your slide in
winter or for a wagon in autumn and spring."

"See the tree right near the barn!" sang out the
twins. "We will hide in the leaves until someone comes.
We are talking about a picnic. We can take milk and
cake."

Questionnaire Sheet:

- 1. Who ran for the office? ☐
- 2. What did they want to do? ☐
- 3. Why did the workers run away? ☐
- 4. How can they make the workers come again? ☐

Words not known		Lines
		No. of words not known
		No. of repetitions
		No. of suggestions
		No. of additions
		No. of corrections
		No. of deletions

Teacher:

Test Number 4.

(Round About: Units I,II,III,IV)

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Examiner's Record Sheet

Child's Name:	C.A	S.B.	Grade	Date
	yrs.mos.	(opt)		

The twins from town thought farms in summer were the best fun in the world. They looked much alike as they sat on the truck bringing their beds, chairs, and pictures to the country. When the car made a stop for gas, a lady called, "Apples to sell! Five pennies! Ribbons, candles, flowers!"

One boy chose a broken penny bank to mend like the toy mender. The other got a money basket.

"We cross over Long River soon," said Bill, the jolly moving man. "Someday you may be a fisherman and catch twenty fish. There is a hill for your sleds in winter or for a wagon in autumn and spring."

"See the tree right near the barn!" sang out the twins. "We will hide in the leaves until someone hears. We are thinking about a picnic. We can take milk and cake."

Test Number 4.

(Round About: Units I, II, III, IV)

Copyright, 1948, Mildred E. Abramson

Examiner's Record Sheet

Child's Name:	G.A.	E.B.	Grade	Date

The twins from town thought farms in summer were the best fun in the world. They looked much alike as they sat on the truck bringing their beds, chairs, and pictures to the country. When the car made a stop for gas, a lady called, "Apples to sell! Five pennies! Ribbons, candles, flowers!"

One boy chose a broken penny bank to send like the toy banker. The other got a money basket.

"We cross over Long River soon," said Bill, the jolly moving man. "Someday you may be a fisherman and catch twenty fish. There is a mill for your sleds in winter or for a wagon in autumn and spring."

"See the tree right near the barn!" sang out the twins. "We will hide in the leaves until someone hears. We are thinking about a picnic. We can take milk and cake."

"We must still work and move ten more things today," laughed Bill.

"Why, my dears!" cried Grandmother, as she took them in her arms. "You are early. Show Bill everything. I will make ice-cream for everyone."

"Thanks for another party!" cried the twins.

Comprehension Check:

- ☐ 1. Where were the twins going on the truck?
- ☐ 2. What did they cross over?
- ☐ 3. What will they do in the tree near the barn?
- ☐ 4. What is Grandmother going to make?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

"We must still work and go on some other day."

laughed all.

"Oh, my dear!" cried Grandmother, as she took

them in her arms. "You are early. Now tell everything."

"I will tell you everything for everyone."

"Thanks for another party," cried the twins.

Grandmother then asked:

1. ☐ Where were the twins going on the street?
2. ☐ What did they drop over?
3. ☐ What will they do in the new year?
4. ☐ What is Grandmother going to make?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of suggestions		
No. of additions		
No. of omissions		

Report:

Test Number 5.

(Round About: Units V,VI,VII,VIII)

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Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
	yrs.mos. (opt.)			

Sunday in the Woods

The church bell rang. "I am ready, said the farmer to his wife. "I hope you are coming soon."

"Bundle up Baby well," said the wife. "Pull the mittens upon her hands because I know it is really colder today. You go first and we will follow."

"I am taking you by the beautiful pool," said the farmer. "Baby has never been there. Turtles sleep near the biggest branches that lean over the water. Tadpoles are growing where eggs grew before. When their heads are fat, their tails come off and they turn into frogs."

Sleepy Bullfrog happened to hear the sound of the people's voices. He rolled off his warm seat and swam to the bottom to make himself safe. Four geese hissed and flew North in the sky as the farmer stopped in front of the pool. He whistled after them. "Wild things are

always afraid of us," he smiled. "But we would not harm them."

"Baby's face is cold," said the wife. "We must go to church faster and sing. We will have time enough for this spot on the way back."

Comprehension Check:

- ☐ 1. Where did the farmer take his wife and baby?
- ☐ 2. Who heard the people's voices?
- ☐ 3. What did the geese do?
- ☐ 4. When will the family look at the pool again?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

Tachistoscope Words:

followed	letter	pocket	ticket
gobble	nap	smile	turkey

always afraid of us," he replied. "But we would not have
them."
"They're like a cold," said the wife. "We must go
to church faster and sing. We will have time enough for
this song on the way back."

Comprehension Check:

- 1. ☐ Where did the farmer take his wife and baby?
- 2. ☐ Who heard the people's voices?
- 3. ☐ What did the people do?
- 4. ☐ When will the family look at the pool again?

Time:		Topic not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of deletions		

Registers:

Technicalscope Words:

followed father looked
cousin nap smile turn

Test Number 6.

(Down the River Road)

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Examiner's Record Sheet

<u>Child's Name:</u>	<u>C.A.</u>	<u>S.B.</u>	<u>Grade</u>	<u>Date</u>
	<u>yrs.mos. (opt.)</u>			

An Exciting Story

"Nothing suits me ~~today~~," Jack told his friend, Jerry.
 "I am feeling tired of playing baseball, finding worms, climbing fences, and coasting on wheels. I rode Lucky, my fine donkey, almost to the corner. His shoe began to fall off. He won't even trot now."

"Boys!" called Mother. "I just remembered the dog's bones are all gone. Do you suppose you might buy some with this dollar? Get some pieces of fruit, too. Now don't stay until dark."

As they left, a noise came to their ears.

"That is only a dog barking. But I smell fire!" shouted Jack. "Run!"

In two seconds they stood by Lucky's tent. Jerry started throwing pans full of water on the sides. Jack found Lucky, who would not take a step.

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"Hold your hand over his eyes," called Jerry. In a minute Lucky came through. The boys, themselves, stopped the fire at last.

"All done!" said Jack. "Send Lucky to the field. Tell him he will live in a better home than ever. Did you think such a thing would happen this afternoon?"

Comprehension Check:

- ☐ 1. Why did Mother ask the boys to go to the store?
- ☐ 2. What did Jack smell?
- ☐ 3. How did Jerry help to put out the fire?
- ☐ 4. How did Jack get Lucky to come out?

Time:		Words not known:
No. of words not known:		
No. of repetitions:		
No. of substitutions:		
No. of additions:		
No. of omissions:		

Remarks:

Test Number 7.

(Friendly Village: Units I,II,III,IV)

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Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
	yrs.mos. (opt.)			

The Pup Who Wanted to Whistle

Mr. Gray, the friendly blacksmith, enjoyed telling stories to the crowd of eight boys and girls at his shop. "It keeps them out of mischief," he would laugh. He could tell about the circus clown spending seven cents for a horse that sat down in the village street, or about the bee who got one foot in the bottle of blueberry juice, or about the piglet who climbed a ladder out of his cellar and ate the melon and corn roots before the farmer got a rope under his middle.

The best story was about the skinny yellow pup who didn't like acting like a pup at all. He wondered what it would feel like to whistle. "But I can't understand how," he said. "The pot in the kitchen fireplace over the logs whistles. I will ask him."

The pot said, "You have to be hard and hollow inside and smoke must come out of your face."

The pup was upset. "Oh dear," he said. "Let me ask Mrs. Pine Tree."

But Mrs. Pine said, "You must learn to float for miles in the air, no less."

"Oh," shivered the pup, "I believe the rich shiny horn knows. I have seen people dancing to his music."

There on the edge of the table rested the golden horn. He said, "One end of you must be round and deep, like a morning-glory."

"Well," said the pup, "it seems to be my own fault."

Just then a boy threw his arms about the pup. "Here is our wonderful puppy!" he cried. "We missed you, so we followed your trail. Come home now for your supper, a clean bowl of bread, potatoes, and bacon."

So off the pup went, proudly. "I guess it is nice to be myself after all," he said.

Comprehension Check:

- ☐ 1. Who liked to tell stories?
- ☐ 2. Why did the pup ask the pot in the fireplace how to whistle?
- ☐ 3. What did Mrs. Pine Tree say the pup had to do?

The dog said, "You have to be hard and hollow inside
 and smoke must come out of your nose."
 The pup was upset. "Oh dear," he said. "But so sad
 Mrs. Time said."
 But Mrs. Time said, "You must learn to float for water
 in the air, no less."
 "Oh," shivered the pup. "I believe the time is
 now. I have been people talking to his master."
 There on the edge of the table rested the golden horn.
 He said, "One end of you must be round and deep, like a
 something-else."
 "Well," said the pup, "it seems to be my own fault."
 Just then a boy threw the stick about the pup. "Here
 is our wonderful pup!" he cried. "We missed you, so
 we followed your trail. Take care now for your supper, a
 clean bowl of meat, potatoes, and bacon."
 So off the pup went, proudly. "I guess it is time
 to be myself after all," he said.

- Comprehension Check:
1. Who liked to tell stories? ☐
 2. Why did the pup ask the boy in the fireplace how to whistle? ☐
 3. What did Mrs. Time say the pup had to do? ☐

- ☐ 4. Who else did he ask, besides the pot and the pine tree?
- ☐ 5. Why was the pup glad to be himself, after all?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

4. ☐ Who was the dog glad to be himself, after all?
5. ☐ Why was the dog glad to be himself, after all?

Words not known:		
	No. of words not known	
	No. of repetitions	
	No. of substitutions	
	No. of additions	
	No. of omissions	

Remarks:

Test Number 8.

(Friendly Village: Units V,VI,VII,VIII,IX,X)

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Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
	yrs.mos. (opt.)			

(Story I)

On the Range

Silver Moon, a Navaho Indian girl, lived all her life in a hogan. She sang songs and hammered out bracelets and rings. When her father drove sheep to the ranch trading post, he said, "I'm sorry, but you can't come. You are too small to ride in a saddle."

One June day, Silver Moon stood watch over the cattle that grazed on the plains. She wore a flat turquoise stone at her neck. A big leaf covered her hair for an umbrella from the hot sun. She twirled a string for her lazy black cat who purred at her feet. Suddenly the wind brought the sound of banging. What an interesting discovery! Cowboys were going to use their camp for a corral while they made a careful count of the hundred grazing cattle.

Page Number 8

(Tribuna Village: Units V.VI, VII, VIII, IX, X)

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Examiner's Record Sheet

Unit's Name:	U.A.	E.A.	Grade	Date

(Story I)

On the range

Silver soon, a heavy Indian girl, lived all her life in a Hogan. She sang songs and danced out dances and rings. When her father drove sheep to the ranch trailing goat, he said, "I'm sorry, but you can't come. You are too small to ride in a saddle."

One June day, Silver soon stood watch over the cattle that grazed on the plains. She wore a flat turban and a long dress. A big hat covered her hair for an umbrella from the hot sun. She twisted a string for her long black and white beads at her feet. Suddenly the wind brought the sound of singing. When an investigation discovery! Cowboys were going to use their camp for a camp with easy and a careful sound of the mounted trailing cattle.

Silver Moon ran straight home to get most of the things she had made. "I'll try to sell these," she thought.

The cowboys said, "Howdy," and tried to ask questions about her things. Silver Moon listened and shook her head. She couldn't understand. But each one was interested. They pointed and made signs and took their pick.

Everything sold, Silver Moon hurried home. She was late, but her pockets were filled with money to save, more than she expected. "It is all mine," she told her father.

How glad and proud he was! "My little rascal is grown up already," he laughed.

Comprehension Check:

- ☐ 1. Why couldn't Silver Moon go to the trading post?
- ☐ 2. What did she wear at her neck?
- ☐ 3. How did Silver Moon know that the cowboys were nearby?
- ☐ 4. Why did the cowboys make signs to Silver Moon?
- ☐ 5. What was Silver Moon going to do with the money?

Silver soon ran straight home to get most of the things she had made. "I'll try to sell these," she thought. The cowboy said, "Wait," and tried to ask questions about her things. Silver soon listened and shook her head. She couldn't understand. But each one was interested. They pointed and said things and took their time.

Everything sold. Silver soon hurried home. She was late, but her pockets were filled with money to save. More than she expected. "It is all mine," she told her father.

How kind and proud he was! "My little friend is known as Liberty," he laughed.

Comprehension check:

1. ☐ Why couldn't Silver soon go to the trading post?
2. ☐ What did she wear at her neck?
3. ☐ How did Silver soon know that the cowboys were nearby?
4. ☐ Why did the cowboys make signs to Silver soon?
5. ☐ What was Silver soon going to do with the money?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

Words not known:		Time:
		No. of words not known
		No. of repetitions
		No. of additions
		No. of deletions
		No. of corrections
		No. of omissions

Results:

Test Number 8.

(Friendly Village: Units V,VI,VII,VIII,IX,X)

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Examiner's Record Sheet

Child's Name: _____ C.A. S.B. Grade Date
yrs.mos. (opt.)

(Story II)

By the Sea

Uncle Win was a fine fellow with whiskers. He was a ship's captain who stayed on land now. A chinaberry tree and a rosebush grew near the low roof of his house by the shore.

One day he was there with Jerry, eating bananas and blackberries, and buttered biscuits with jelly. As the clock ticked, he began to wonder, "Haven't I something else to do than stand here with my pipe? All day I watch spiders and tap my cane. I know! A clambake! You know the kind I mean --- down by the ocean, with clams steamed and baked in wet seaweed. What a taste!"

Jerry began to dance. "I'll dig a pail full and wash the shells. And the soft-shelled crab's pincers won't be forgotten!" he laughed.

Test Number 5:

(Exhibit 11) : Unit 5, VI, VII, VIII, IX, X

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Examiner: Second Sheet

Unit's Name: _____
 Date: _____

(Exhibit 11)

by the Sea

Uncle Jim was a fine fellow with white hair. He was
 a little captain who stayed on land now. A sparsely
 tree and a rosebush grew near the low roof of his house
 by the shore.

On day he was there with Jerry, reading papers and
 blackberries, and looked pleased with Jerry. As the
 clock ticked, he began to wonder, "How's it coming
 else to do than stand here with my ship? All day I watch
 agitate and see my own. I know! A shipmate! You know
 the kind I mean --- down by the water, with clean looking
 and baked in wet seaweed. What a lot!"

Jerry began to dance. "I'll like a ball ball and
 wash the shells. And the soft-shelled ones' picture
 won't be forgotten!" he laughed.

That afternoon Uncle Win fastened the windows and closed the door. Down he went to the seashore with Jerry at his heels. At a great crack in the smooth rocks, the pair cooked their food.

Jerry said, "What a real feast! Isn't it fun to be alive in America?"

Comprehension Check:

- ☐ 1. What grew near Uncle Win's low roof?
- ☐ 2. How did Uncle Win like clams cooked?
- ☐ 3. What was Jerry going to do for the clambake?
- ☐ 4. Where did they cook their food?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

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